CROSS – CURRICULUM CONTENT

Stage 5

The Board of Studies has developed cross-curriculum content requirements to be included in the outcomes and content of syllabuses. The identified content will be incorporated appropriately in Years K–10 syllabuses. The cross-curriculum areas address issues, perspectives and policies that will assist students to achieve the broad learning outcomes defined in the Board of Studies *K–10 Curriculum Framework.*

The statements act as a mechanism to embed cross-curriculum content into all syllabuses for Years K–10. Skills, knowledge, understanding, values and attitudes derived from the cross-curriculum content areas will be included in Board syllabuses, while ensuring that subject integrity is maintained.

Each syllabus has been given certain cross-curriculum areas to cover in the course of that subject. Some subjects are asked to cover more of the areas than others, due to the nature of the content.

The cross-curriculum areas are:

* Literacy
* Numeracy
* Information and Communication Technologies (ICT)
* Work, Employment & Enterprise
* Aboriginal and Indigenous
* Civics & Citizenship
* Difference & Diversity
* Gender
* Multicultural

ENGLISH

Information and Communication Technologies (ICT) content in English enables students to develop and apply skills, knowledge and understanding of ICT in their composing, responding and presenting, and as part of the imaginative and critical thinking they undertake in English. The ICT content has been incorporated into the content of this syllabus to ensure that all students have the opportunity to become competent, discriminating and creative users of ICT and are better able to demonstrate the syllabus outcomes of English through the effective use of ICT. In their study of English, students are able to apply their existing knowledge of word processing, multimedia, ways of formatting and presenting texts, simulation software, graphics and electronic communication and further develop their skills, knowledge and understanding of these technologies. They learn about the ethics of information communication through technology. At Stage 5, students use more advanced specified tools and functions of word processing for composing. They learn to create, import and manipulate graphics. They learn about advanced forms of digital communication such as video conferencing.

Work, Employment and Enterprise content in English provides opportunities for students to develop work-related skills, knowledge and understanding and to develop values and attitudes about work, employment and the workplace. These opportunities arise through their study of texts with workplace contexts, through developing skills in speaking and listening, in group processes and in acquiring, processing, assessing and communicating information.

Literacy is the ability to communicate purposefully and appropriately with others in a wide variety of contexts, modes and mediums. Different contexts require general and specific skills, knowledge and understanding as students compose meaning for themselves and others. In this syllabus the teaching of English focuses on the continued development of students' skills in speaking, listening, reading and writing. These skills are fundamental to students' literacy in English. The syllabus also requires the development of students' visual literacy through the development of skills in viewing and representing a diverse range of texts including texts in print, film and other technologies.

Aboriginal and Indigenous content provides all students with the opportunity to develop knowledge and understanding of indigenous history and culture in Australia and internationally. In their study of English, students explore a range of experiences and achievements of Aboriginal peoples in historical and social contexts and the links between cultural expression, language and spirituality.

Civics and Citizenship content involves knowledge and understanding of how our Australian society operates. In their study of English, students consider how civic issues are represented in the public arena, the socially responsible construction and use of media, and the representation of Australian images and significant Australians.

Difference and Diversity content acknowledges that students experience difference and diversity in their everyday life. This experience occurs in their personal life, in the local community and in the wider society. English provides opportunities to assist students to deal with personal, social and cultural difference and diversity in a positive and informed manner, showing awareness, understanding and acceptance. It assists them to develop and express their sense of self, to connect with other people and communities and to understand the features of a fair and just society that values diversity. In particular, the representation of disability and sexuality in texts is a point of focus in the English content.

Gender is a term that refers to the social construction of identity that follows historically from the biological differences between females and males. In English students explore the impact of different gender perspectives, stereotyping, and the social construction of gender in texts including the media.

Multicultural content assists the development of students' skills, knowledge and understanding applicable to the multicultural and multilingual nature of Australian society. In English students explore a diversity of cultures through studying literature, drama and film, cultural and intercultural perspectives and relationships, and the close connections between language, communication and culture.

SYLLABUS OUTCOMES	ICT	Work, Employment & Enterprise	Literacy	Aboriginal & Indigenous
1: A student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis and pleasure.				
2: A student uses and critically assesses a range of processes for responding and composing.		Rehearsed, unrehearsed and impromptu speeches/presentation	Use the process of planning, drafting, editing and publishing to compose texts.	
3: A student selects, uses, describes and explains how different technologies affect and shape meaning.	The effect of layout and design on meaning. Composing using different technologies.			
4: A student selects and uses language forms and features, and structures of texts according to different purposes, audiences and contexts, and describes and explains their effects on meaning.		Discuss the various codes and conventions, including emotive, technical and language and signs used in the workplace	Identify the purpose, audience and context of a text by looking at the language forms, features and structure.	Discuss the use, history and conventions of Aboriginal English.
5: A student transfers understanding of language concepts into new and different contexts.		Compose written, oral and visual texts for a workplace context (ie. Interviews, presentations, resumes, letters).	The selection, organisation and coherance of information and ideas into text.	
6: A student experiments with different ways of imaginatively and interpretively transforming experience, information and ideas into texts.			Explore the way filmakers transfer concepts into film.	

SYLLABUS OUTCOMES	ICT	Work, Employment & Enterprise	Literacy	Aboriginal & Indigenous
7: A student experiments with different ways of imaginatively and interpretively transforming experience, information and ideas into texts.		Asking perceptive and relevant questions.	Infer from and interpret text.	Learn how bias, stereotypes, perspectives and ideologies are constructed in texts.
8**:** A student investigates the relationships between and among texts**.**	The patterns of texts composed using different technologies.		Identify and describe the similarities and differences between and among texts. Identify and describe the recurring features of particular genres.	
9: A student demonstrates understanding of the ways texts reflect personal and public worlds.			Describe ways in which their own responses to texts are personal and reflect their own context.	
10: A student questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.	Effect of ICT on language & comunication.	Identify language, content and structure of workplace texts.		Identify, explain & challenge cultural values expressed through language and structure in texts. Compose texts that reflect cultural attitudes other than their own.
11: A student uses, reflects on, assesses and adapts their individual and collaborative skills for learning with increasing independence and effectiveness.	Learn to choose resources & tehnologies appropraite for particular tasks & situations.	Establish & adopt roles through group work. Meet deadlines and set goals through research tasks. Discuss sucesses and problems. Delegate.	Note taking, research and presentation of information. Writing bibliographies	

SYLLABUS OUTCOMES	Civics & Citizenship	Difference & Diversity	Gender	Multicultural
1: A student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis and pleasure.			Respond to texts from different gender perspectives.	
2: A student uses and critically assesses a range of processes for responding and composing.		Discuss the range of texts which students regularly read and how and why to widen the texts they read/view.		
3: A student selects, uses, describes and explains how different technologies affect and shape meaning.	Discuss ways in which modern technologies of communication are used to inform and persuade. The ethics of ICT in society.			
4: A student selects and uses language forms and features, and structures of texts according to different purposes, audiences and contexts, and describes and explains their effects on meaning.	Look at the use of Standard Australian English – its use and features.			
5: A student transfers understanding of language concepts into new and different contexts.				
6: A student experiments with different ways of imaginatively and interpretively transforming experience, information and ideas into texts.				

SYLLABUS OUTCOMES	Civics & Citizenship	Difference & Diversity	Gender	Multiculturalism
7: A student experiments with different ways of imaginatively and interpretively transforming experience, information and ideas into texts.		Learn how bias, stereotypes, perspectives and ideologies are constructed in texts.	Learn how bias, stereotypes, perspectives and ideologies are constructed in texts.	Learn how bias, stereotypes, perspectives and ideologies are constructed in texts.
8: A student investigates the relationships between and among texts.	Similarities of approach, attitude, intent, POV, perspective and style in text by different Australian composers.			
9: A student demonstrates understanding of the ways texts reflect personal and public worlds.		Identify different reading positions and interpretations of particular texts.		
10: A student questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.		Identify explain and challenge cultural values expressed through language and structure in texts. Compose texts that reflect cultural attitudes other than their own	Identify explain and challenge cultural values expressed through language and structure in texts. Compose texts that reflect cultural attitudes other than their own	Identify explain and challenge cultural values expressed through language and structure in texts. Compose texts that reflect cultural attitudes other than their own
11: A student uses, reflects on, assesses and adapts their individual and collaborative skills for learning with increasing independence and effectiveness.				

MATHEMATICS

Information and Communication Technology (ICT) has been developed with the significant utilisation of mathematics, and a range of opportunities exists within the teaching and learning of mathematics to utilise ICT. For example, spreadsheets may contribute to activities related to tabulating and graphing data sets in both the Patterns and Algebra and Data strands. Graphics calculators can be used for many applications including exploring data sets and investigating curves. Dynamic geometry software packages can assist in illustrating and establishing the properties of geometric figures. Random number generators can facilitate simulation experiments in probability. Data loggers may be used in investigations related to graphing relationships.

Work, Employment and Enterprise content enables students to develop work-related knowledge, skills and understanding through their study of mathematics. It also provides opportunities for students to develop values and attitudes about work, employment and the workplace.

Specifically this occurs through student study of mathematics in work-related contexts, through selecting and applying appropriate mathematical techniques and problem-solving strategies, and in acquiring, processing, assessing and communicating information.

Numeracy is the ability to effectively use the mathematics required to meet the general demands of life at home and at work, and for participation in community and civic life. As a field of study, mathematics is developed and/or applied in situations that extend beyond the general demands of everyday life.

Numeracy is a fundamental component of learning across all areas of the curriculum. The development and enhancement of students' numeracy skills and understanding is the responsibility of teachers across different learning areas that make specific demands on student numeracy.

To be numerate is to use mathematical ideas effectively to make sense of the world. Numeracy involves drawing on knowledge of particular contexts and circumstances in deciding when to use mathematics, choosing the mathematics to use, and critically evaluating its use. Numeracy incorporates the disposition to use numerical, spatial, graphical, statistical and algebraic concepts and skills in a variety of contexts and involves the critical evaluation, interpretation, application and communication of mathematical information in a range of practical situations.
The key role that teachers of mathematics play in the development of numeracy includes teaching students specific skills and providing them with opportunities to select, use, evaluate and communicate mathematical ideas in a range of situations. Students' numeracy and underlying mathematical understanding will be enhanced through engagement with a variety of applications of mathematics to real-world situations and problems in other key learning areas.

Literacy is the ability to communicate purposefully and appropriately with others, in and through a wide variety of contexts, modes and mediums. While English has a particular role in developing literacy, all curriculum areas, including mathematics, have a responsibility for the general literacy requirements of students, as well as for the literacy demands of their particular discipline.

Mathematics language is concise and precise. Students are taught mathematical vocabulary and the conventions for writing mathematics. Studies have shown that the causes of student errors on word problems may relate to the literacy components rather than the application of mathematical computations. Mathematics at times uses words from everyday language that have different meanings within a mathematical context. This can add to some students' confusion. Clear explanations of these differences will assist students in the acquisition and use of mathematical terminology.

The growth of technology and information, including visual information, demands that students be critically, visually and technologically literate and can compose, acquire, process, and evaluate text in a wide variety of contexts. They need to understand the full scope of a text's meaning, including the wide contextual factors that take meaning beyond a decoding process.

UNIT NAME	Description & Context	Syllabus Outcomes	ICT
Algebra	Stage 4 Algebra reviewed. Operations with algebraic fractions, pattern exercises. Extend a numerical/geometric pattern	PAS 4.3 PAS 5.2.1	Use of spreadsheets and CAS Software
Applying number	Stage 4 number skills in fractions, percentages and money, focussing on the unitary method	NS 4.3	Spreadsheets and calculator use.
Geometry	Revise Stage 4 geometry and extends knowledge to polygons, their interior and exterior angle sum.	SGS 5.2.1 SGS 4.1 SGS 4.2 SGS 4.3	Graphics calculators, models, centicubes, geometry software.
Earning & Spending	Consumer arithmetic problems involving earning and spending money.	NS 5.1.2	Spreadsheets, Financial calculators, tax websites, other websites relating to award wages.
Pythagoras' Theorem	Uses formulae and theorem in calculating perimeter and area of figures composed of rectangles and triangles.	MS 4.1 PAS 5.1.2	Spreadsheets, Internet for research on the history of Pythagoras, geometry software.
Indices	Applies index laws to simplify and evaluate arithmetic expressions and uses scientific notation to write large and small numbers.	NS 5.1.1 PAS 5.1.1 PAS 5.2.1	Calculators, graphics calculators, spreadsheets
Coordinate Geometry	Determines the midpoint, length and gradient of an interval joining two points on the number plane and graphs equations.	PAS 5.1.2 PAS 5.2.1	Graphics calculators, graphing software, spreadsheets
Time, Length & Area	Concepts and calculations are revised while measurement of area is extended to rhombuses, kites, sectors and trapeziums.	MS 5.1.1 MS 5.2.1 MS 4.1 MS 4.2	Calculators and spreadsheets.
Exploring Data	Collecting and presenting data, analysing data, extending knowledge to cumulative frequency and grouped data.	DS 5.1.1 DS 4.1 DS 4.2	Graphics calculators, spreadsheets
Equations & Inequalities	Solve linear and simple quadratic equations, solving linear inequalities etc… using graphical, analytical methods.	PAS 5.2.2 PAS 4.4	CAS, spreadsheets, graphics calculators.
Congruence & Similarity	Properties of geometrical figures, extends concepts in congruence and similarity	SGS 5.2.1 SGS 4.4	Dynamic geometry
Exploring Number	Working with numbers, reinforce stage 4 number skills.	NS 4.1 NS 4.2 NS 4.3	Spreadsheets and Calculators

Work, Employment & Enterprise	Numeracy	Literacy
Use of equations in workplace situations.	Patterns, number sequences, tables of value, use of variables.	Algebraic expressions. Terminology – spelling lists, glossaries, procedure texts.
Profit and Loss statements, how to work out a discount. Working out percentage of wage going on tax.	Rounding, estimating, expressing quantities, converting, ordering.	Terminology – spelling lists, glossaries, word problems, procedural texts, sequencing of events.
Building and construction industry – their use of geometry	Measuring, contstructing, working mathematically.	Definitions – properties of angles, terminology – spelling lists, glossaries, word problems, reporting.
Employer/Employee roles, how to work out your salary, hours worked etc… use students own work as examples. How to work out your tax rate. Budgeting.	Budgeting, consumer arithmetic	Consumer language – spelling lists, glossaries, non-fiction texts (menus, price boards, catalogues), class discussions and presentations on budgeting and wages.
Look at how the theorem relates to construction, electronics, astronomy.	Measuring, calculating, decimal approximations	Procedure texts, terminology – spelling lists glossaries, research report on Pythagoras.
Look at how indices help in the work of astronomers.	Index laws, scientific notation, communicating mathematically.	Procedural texts, descriptions.
How does this work apply to the fields of building and construction and engineering.	Graphing, working mathematically	Procedural texts, developing an idea, labelling.
Schedules, graphing percentage of time spent in each endeavour at work, daily living, building and construction industries, mapping of shops, site planning.	Conversion, estimating, calculation, measuring	Class discussions, descriptions of shop layouts etc…, terminology – spelling lists and glossaries. Writing reports.
How different business and government use data. Related careers.	Interpreting tables, describing data, formulating, collecting data, constructing, calculating	Explanation texts, class discussions, interviewing people to collect data.
The use of equations in certain professions – astronomy, engineering	Solving problems, application of equations, comparing formulating	Procedural texts, terminology – spelling lists, glossaries, explanations.
The use of congruence and similarity in graphic designing and for architects.	Matching, applying, calculations, enlarging	Writing a response, explanation and procedural texts.
Use of numbers in daily living. The use of numbers in all careers. Use examples from part-time jobs.	Integers, fractions, rational numbers, decimals, estimation	Terminology – spelling lists, glossaries, identifying, representing information in numerical form.

GEOGRAPHY

Information and Communication Technologies (ICT)

The study of Geography requires students to have the skills to access and use a range of information and communication technologies. Exercising the following ICT skills in Geography will assist students in the formal and informal assessment of computing skills.

Geography (Mandatory) Stage 5 requires students to:

- create a formatted, multiple-paged document containing web-links to communicate geographical information
- design and create a simple database from student research
- import data from other ICT applications into student research findings
- design and create a multimedia presentation or webpage to communicate geographical information to a particular audience, including maps and diagrams as appropriate
- critically analyse a website, including the ethics of the site
- access, collect and interpret electronic information.

Work, Employment and Enterprise

Each course in the Geography syllabus develops knowledge and understanding of demographic and geographic patterns of employment and unemployment and an understanding of global linkages created through work and employment. Students also learn how unions and other organisations in Australia and overseas have a role in community action, conflict resolution and a wide range of issues affecting workers and communities, such as environmental protection, land rights and conflict over land use.

Aboriginal and Indigenous

Students have opportunities in all courses to study indigenous people. In the mandatory Geography courses students consider the importance of land to Aboriginal and other indigenous people in contemporary society, for cultural and economic reasons. By gaining an understanding of the unique relationship that Aboriginal and other indigenous people have to the land, students are able to view contemporary social and political issues involving indigenous people locally and globally from a range of points of view.

Civics and Citizenship

Civics and citizenship education is not a separate entity within the *Geography Years 7–10 Syllabus*. Civics and citizenship knowledge and understanding are embedded in the objectives, outcomes and content in this syllabus. As students engage in learning in Geography they will be equipped with the knowledge, skills, values and attitudes for informed and active participation in Australian society and as global citizens.

Knowledge of civics is essential for effective citizenship. Informed and active citizens support democratic participation, foster individual and group involvement in civil society, critically question existing political institutions and social, economic and political arrangements, and facilitate democratic change. Informed and active citizenship means that the individual not only participates through formal political channels but also exercises critical judgement about political issues and participates in decision-making.

Students in Stage 5 have opportunities to develop knowledge and understanding of:

- how decision-making processes operate at local and national levels
- how they can become involved as individuals in decision-making processes
- how they can exercise their rights and responsibilities as citizens

- how individuals, groups and levels of government are involved in the process of change in Australian communities
- the purposes, structures and actions of community groups responding to change in Australian communities
- individual, group and government responsibilities and responses to geographical issues
- decision-making processes involved in the management of geographical issues in Australia and implications for sustainability, social justice and equity
- informed and active citizenship by proposing individual and/or group action to address a geographical issue in Australia
- the roles of the government and of non-government organisations, and related treaties and/or agreements for specific Australian–global links
- government population policies in terms of growth, migration and refugees
- the responses of individuals, groups and governments in Australia and other nations to reconciliation and human rights
- human rights agreements and implications for the international community
- strategies that Australia can adopt to address the future challenges of population, human rights and reconciliation.

Difference and Diversity

In each Geography course students examine the importance of social and cultural practices for individuals and groups. Students are encouraged to value difference and to challenge social injustice that is caused by attitudes to difference. A central focus of the Stage 5 mandatory Australian Geography course is an investigation of the ways in which diversity contributes to a sense of community and identity, including national identity.

Environment

Environmental cross-curriculum content is an integral part of the Geography syllabus in all courses. It is explicit in the objectives and outcomes as well as being the focus of several sections of the syllabus. Students of Geography examine the spatial and ecological dimensions of a range of environments, both Australian and global. They learn to apply the knowledge that they have gained to develop their own opinions and to act responsibly with regard to the environment.

Students in Stage 5 have opportunities to develop knowledge and understanding of:

- a sense of place about Australian environments
- the processes that form and transform Australian environments
- the interrelationships between people and Australian environments
- the physical and human elements of Australian environments
- the location of Australian environments
- environmental management, biodiversity and ecological sustainability
- the responsibilities and responses of individuals, groups and different levels of government to issues in the environment
- informed and active citizenship in relation to Australian environments.

Gender

In each course in Geography the content includes opportunities for students to investigate how life opportunities may differ according to gender. Students consider human rights and the inequalities that exist in opportunities for females and males in Australia and globally. They are also encouraged to consider contemporary geographical issues from a range of views. The wide range of teaching and learning experiences available in Geography ensures that all students can be catered for equally.

Literacy

Literacy skills in reading, writing, talking, listening and viewing are essential to the acquisition of geographical skills and knowledge. In all courses, acquiring, processing and communicating geographical information provide explicit links to the development of literacy skills. Acquiring and processing geographical information require reading, listening to and viewing a range of geographical information sources; communicating requires students to present information using a variety of oral, written and nonverbal text types. Furthermore, these skill areas, and the literacy skills inherent in them, link directly to the development of the key competencies of collecting, analysing and organising information and communicating ideas and information.

Multicultural

Content within the study of Geography develops students' knowledge and understanding of the multicultural nature of Australian society and how this shapes Australia's changing identity. Each course enables students to develop an appreciation of other cultures and builds understanding that is essential to a multicultural society.

Numeracy

Content within the study of all Geography courses requires students to analyse statistical data, construct and interpret graphs and maps, and use latitude and longitude. In this way, students are developing skills in numeracy in a range of practical ways.

FOCUS AREA	Description	ICT	Work, Employment & Enterprise	Aboriginal & Indigenous	Civics & Citizenship
5 A1 Investigating Australia's Physical Environments	The unique characteristics of Australia's physical environments and the responses of people to the challenges they present.	Creating multi-paged formatted documents containing web-links to communicate information.		Investigate Aboriginal perspectives on the origin of the continent.	Look at the responsibilities of various groups in society in response to natural hazards.

5 A2 **Changing Australian Communities**	Ways in which communities in Australia are responding to change.	Design and create a simple database for student research findings. Investigate new technologies impacting Australian communities.	How have changing work patterns affected communities?	Investigate Aboriginal communities in Australia. How has native title influenced Australian communities?	The impact of native title legislation on communities. How government helps to change Australian communities. Look at community groups formed in response to changing communities.
5 A3 **Issues in Australian Environments**	Ways in which geographical understanding contributes to the sustainable management of issues affecting the Australian environment.	Collect and use digital images.	The role of the business community in protecting the environment.		Investigate individual, group and government reactions to environmental issues.
5 A4 **Australia in its Regional and Global Contexts**	Australia in its regional and global contexts and the roles of individuals and groups in planning for a better future.	Collect and use digital images. Critically analyse a website.		Future developments in reconciliation.	Look at Australia's relations with other countries in terms of aid, defence, trade, tourism, sport etc… Treaties & agreements between countries.

Difference & Diversity	Environment	Gender	Literacy	Multicultural	Numeracy
	Investigate Australia's unique flora and fauna. Discuss natural hazards in Australia – such as bushfires.		Research a particular natural hazard in Australia's environment.		Degrees and minutes of latitude and longitude on maps. Calculating area. Calculate gradients.

Investigate differences within and between different Australian communities.	How has resource depletion affected Australian communities?	Investigate gender in demographic characteristics	Describe and explain relationships on a map.	Investigate ethnicity in demographic characteristics. Investigate cultural integration.	Degrees and minutes of latitude and longitude on maps. Calculating area and density. Construct and interpret graphs. Use statistical data.
Investigate actions that promote equity and sustainability and social justice.	Learn about air quality, population density, coastal management, land and water management and waste management.		Develop a research action plan.		Calculate density. Measure bearings on a map. Calculate gradients. Read and interpret charts. Use statistical data.
Investigate current and future population trends, including age and socio-economic.	Ecological sustainability, land management and urban planning.	Investigate human rights issues for women around the world and Australia's response to it.	Describe and explain relationships on a map.	Government population policies with regard to migration and refugees.	Use degrees and minutes of longitude and latitude on a map. Construct and interpret graphs. Use statistical data.

HISTORY

Information and Communication Technologies (ICT)

History is uniquely placed for students to discover, evaluate and apply ICT, such as a relevant CD-ROM and the internet, to their investigations of the past. These are legitimate sources of history, and, as such, need to be evaluated for their reliability and usefulness in the same way as the more 'traditional' primary and secondary sources and texts have been. In addition, a site study may be investigated using the internet or relevant CD-ROM. In Stage 5 History Mandatory and Elective, students will:

- continue to develop their skills in critically analysing a website and a range of historical texts, including consideration of layout and design features
- continue to develop skills in the collection and interpretation of electronic information for the purpose of historical inquiry

- demonstrate their ability to create a formatted, multiple-paged document and to produce documents for particular audiences
- practise ethical behaviour when using email or the internet
- demonstrate their ability to select suitable hardware/software for a particular purpose.

Work, Employment and Enterprise

Work, Employment and Enterprise content focuses on the living and working conditions of Australians over time and the contribution of work-related organisations to Australian society. In Stage 5 Mandatory, students have opportunities to develop knowledge and understandings of:

- the way people lived and worked in Australia 1900–1914
- the growth of unionism and establishment of the ACTU during the 1920s
- living and working conditions in Australia during World War II
- the role of Unions in a participatory democracy, eg Green Bans.

Aboriginal and Indigenous

In Stage 5 History, students investigate the struggle for rights and freedoms of Aboriginal peoples in the 20th century. Students have opportunities to develop knowledge and understanding of:

- the concept of terra nullius, land rights and Native Title
- key government policies and legislation and their impact on Aboriginal peoples
- the role of Aboriginal peoples in effecting social and legal change
- changes in Aboriginal and non-Aboriginal relations over time
- a range of experiences and achievements of Aboriginal peoples.

Civics and Citizenship

Civics and Citizenship content is a key focus of the *History Years 7–10 Syllabus*.

In Stage 5 History, students have opportunities to develop knowledge and understanding of:

- Federation in 1901
- key features of the Constitution
- examples of constitutional change since Federation
- how the Australian political system works in practice
- the changing rights and freedoms of various groups
- events and issues of political significance and their impact on the changing nature of civic institutions and civil society
- what it means to be an active and informed citizen.

Difference and Diversity

History is well placed to develop students' knowledge and understanding about difference and diversity amongst peoples of the past and within Australian society. Students learn to identify and empathise with the varying perspectives of individuals and groups throughout history and attempt to understand the actions, values, attitudes and motives of people from the past. In Stage 5, students have opportunities to develop knowledge and understanding of:

- the impact of difference on marginalised groups and their struggle for rights and freedom
- ways in which diversity contributes to a sense of community and national identity.

Gender

Gender content focuses on the differing experiences of men and women, both in past societies and in 20th century Australia. In Stage 5, students have opportunities to develop knowledge and understanding of:

- legislation and social movements to counter gender discrimination
- the rights and freedoms of women in 20th century Australia.

Literacy

History is ideally suited to develop students' literacy skills including the comprehension of texts, use of specific historical language, analysis and use of sources and historical texts, research and communication. In Stage 5 Mandatory and Elective skills to be learnt and developed include:

- reading and comprehending historical texts
- evaluating a range of sources and texts for the purposes of historical inquiry
- using historical knowledge and understanding and relevant evidence to create appropriate historical texts, including ICT, for different audiences
- demonstrating an understanding of purpose for a variety of audiences.

Multicultural

Multicultural content will develop students' knowledge and understanding of the experiences of various migrant groups and the contribution they have made to Australia's development. Students may examine government policies and social attitudes within the context of changing patterns of migration in 20th century Australia. In Stage 5, students have opportunities to develop knowledge and understanding of:

- the impact of multiculturalism on Australian society
- the experiences of various migrant groups in Australia
- the impact of international events on Australia's history and Australia's contribution to world affairs.

Numeracy

Numeracy content within the study of history in both Mandatory and Elective syllabuses involves the construction and interpretation of time lines, graphs and other statistical data.

TOPIC	Description	ICT	Work, Employment & Enterprise	Aboriginal & Indigenous
Australia to 1914	This topic provides a foundation for students' study of Australia in the twentieth century. It offers an overview of the nature of pre-World War I society. This study will focus on the lives of Australian people, the background to Federation, the political rights of different groups and the impact of the *Immigration Restriction Act*.	Use historical websites.	Harvester Judgement – basic wage. Discuss the concept of the basic wage today. Discuss working conditions in 1900 and today.	

Australia and World War One	Students will examine the experiences of soldiers at Gallipoli and develop an understanding of the Anzac tradition through an analysis of the Anzac legend. Students have the opportunity to consider how the tensions of war created social and political divisions within Australia.	Visit Gallipoli and War Memorial websites.		The role of indigenous people in World War 1.

Australia Between the Wars	A study of specific aspects of Australia's social, cultural and political development between the wars, including the experiences of individuals and groups and defining moments in Australia's inter-war history	Appropriate websites, create multi-media presentations.	Discuss working conditions and unemployment during the Great Depression. The use of cheap labour. Growth of unionism and the introduction of the ACTU	The Stolen Generation, The Day of Mourning
Australia & World War II	The Second World War had a major impact on the generation who fought and lived through it. Australia's relationship with Britain and the United States was fundamentally altered. In this topic, students will explore the experiences of Australians on both the war front and the home front.	Virtual site study of a theatre of war.		Indigenous people serving in the armed forces.
Australia in the Vietnam War Era	This era was one of enormous social change and may be seen as a watershed in Australia's post-war history. Students will examine the reasons for Australia's involvement in the Vietnam War and the social, political and cultural changes that resulted from it.	Virtual site study. Word processing.		
Changing Rights & Freedoms	Through their study of this topic, students will have the opportunity to gain an understanding of the experiences of different cultural and social groups in Australia during the 20th century and their struggle for recognition and civic rights.	Create a multi-page document outlining the struggle of one group in Australia fighting for change.	Snowy Mountains Hydro Electric Scheme for migrants.	Changing government policies. Land rights and terra nullius
People, Power & Politics in the Post WWII Period	This topic is designed to facilitate students' knowledge and understanding of some key political issues and developments of the post-WWII period, both within Australia and in Australia's international relationships. An important focus of this unit is the role played by both individuals and groups in the democratic process.	Internet Research		Freedom Rides, Tent Embassy
Australia's Social & Cultural History in the Post War Period	This topic offers students an opportunity to learn about some major social and cultural trends of the post-war period, within a specific decade, and to appreciate the role they have played in shaping the present.	Internet Research, create a power-point presentation on their research topic.	The impact of changing technology on workplaces.	

Civics & Citizenship	Difference & Diversity	Gender	Literacy	Multicultural	Numeracy
The Australian Constitution, voting rights, why Australia opted for Federation and what that meant.		Maternity allowance scheme – discuss its introduction and issues today.	Terminology – spelling lists & glossaries. Class discussions	Discuss the introduction of the Immigration Restriction Act and its influence throughout the century.	Timelines, graphs
Investigate the development of the Anzac Legend. Gallipoli.	Conscription – why did the debate divide Australia and what would the debate be like today. Look at different perspectives.	Women's roles during WWI	Terminology – spelling lists and glossaries. Reading poetry from the time.	The effect of the war on people of German descent in Australia.	Timelines

Research important Australians – Dame Nellie Melba, Sir Charles Kingsford Smith, Donald Bradman …	Investigate different experiences of the Great Depression (ie rich, unemployed, women, migrants)		Terminology – spelling lists and glossaries. Research work – report writing. Class presentations.		Timelines, Graphs and data analysis of umemployment figures.
Kokoda Campaign. Conscription, Rationing, Censorship.		Experiences of Australian nurses in WWII. Changing roles of women in WWII.	Terminology – spelling lists and glossaries. Note taking.	The internment of "enemy aliens".	Timelines
ANZUS treaty and SEATO alliance.	The Communist Party in Australia. Protests about Australia's involvement in the Vietnam War. Discuss and debate.		Terminology – spelling lists and glossaries.	Investigate the change in Australia's relations with Asia. Indo-Chinese refugees.	Timelines.
1967 Referendum Native Title Legislation. Women in parliament.		Women's movement – post WWII, women's suffrage, equal pay	Report writing, Terminology – spelling lists and glossaries. Interviews.	Changing patterns of migration. 1970's boat people, multiculturalism.	Timelines, analyse data and graphs.
Australia's role in the UN. Regional agreements (Columbo Plan, APEC)	Green Bans. Debate over Whitlam's dismissal. Green Politics, Franklin Dam, Republicanism, One Nation.	Women's Liberation, Germaine Greer	Locate, select and organise information. Terminology – spelling lists and glossaries.	Columbo Plan, Pauline Hanson.	Timelines.
	A growing acceptance of alternative lifestyles in Australian culture.	Women's ability to climb the corporate ladder	Plan and write a research report.		Timelines, graphs, analysing data.

SCIENCE

Information and Communication Technologies (ICT)

Information and communication technologies content is addressed through students:

- performing first-hand investigations, gathering first-hand data, and accessing and collecting information from secondary sources using a variety of technologies including databases, CD-ROM and the internet
- researching using the library and a range of digital media including the internet
- using a range of data collection technologies and strategies independently
- extracting, reorganising, formatting and reporting information in the form of spreadsheets, databases, flow charts, tables, graphs, diagrams, prose and keys using appropriate technologies
- developing and utilising ethical practices in their use of ICT.

Schools may also use other ICT to facilitate learning in Science. Examples of these include:

- using technology such as computer simulations for modelling to test hypotheses
- using computer animations and simulations, video and film resources to capture and analyse information not readily available as a primary source
- using data loggers to collect and record data.

Work, Employment and Enterprise

The syllabus provides opportunities for students to develop a range of work-related skills including an appreciation of issues around working in teams or working individually, the establishment and maintenance of safe and healthy work environments, as well as the value of lifelong learning. Students are provided with opportunities to model working scientifically through the development of skills used by those working in science and related areas such as the acquisition and application of a relevant body of knowledge, critical thinking, problem-solving, planning and conducting investigations, as well as communicating information and understanding. Students can explore future opportunities for science-based vocations from the innovative and creative application of scientific discoveries and related technologies as well as the contributions of Australian males and females working in science-related areas.

Aboriginal and Indigenous

Opportunities to develop understanding of aspects of Aboriginal and Indigenous culture are provided for students as they:

- describe (using examples including those developed by Aboriginal peoples) ideas developed by different cultures to explain the world around them
- analyse reasons why different cultures or groups within a society, including Aboriginal people, may have different views in relation to scientific issues.

The syllabus also provides opportunities in teaching and learning programs for the inclusion of Aboriginal and Indigenous contexts relevant to areas such as ecology, the environment and astronomy.

Civics and Citizenship

Opportunities for students to broaden their understanding of aspects of civics and citizenship arise through the development of an awareness of a shared cultural heritage derived from the historical development of ideas and concepts in science and the impact of society and culture on these ideas. Students also examine the local and global implications of current science issues, research and development on society and the environment. Through discussion and debate of current issues students may develop lifelong values and attitudes that underpin ethical behaviour and the desire and skills to actively evaluate the consequences of the applications of science.

Environment

Environmental perspectives are addressed through students' examination and consideration of:

- Australian examples that illustrate the biodiversity and ecology of living things
- the impact of human activities on the environment
- the impact of applications of science on the environment
- impacts on the biosphere of waste from resource use.

Students develop their critical thinking skills and use creativity and imagination to propose solutions to scientific, technological or societal impacts on the natural environment. This reinforces the shared responsibility of all to conserve, protect and maintain the quality and sustainability of the environment for future generations.

Gender

Gender issues are addressed in the syllabus through the flexibility provided in allowing teachers to choose contexts and additional content that stimulate student interest and take account of their learning needs. This provides opportunities for teachers to structure gender-neutral or gender-specific contexts depending on need. The syllabus also requires students to examine the roles and contributions of women and men in science, providing an opportunity to break down many of the traditional stereotypes.

Literacy

The *Science Years 7–10 Syllabus* provides opportunities for students to engage in the ongoing development of broad literacy skills as well as more science-specific literacy. Science uses words from everyday language that may have different meanings when used within a scientific context. In the syllabus, students are provided with ongoing opportunities to develop their use of the specific language and terminology of science to communicate their knowledge, understanding and skills to a range of audiences.

The content of the syllabus provides opportunities for student to:

- use the language of science in both oral and written communication of their knowledge and understanding via a range of media
- extract, summarise, collate and critically evaluate information for a range of purposes and audiences
- debate, discuss and evaluate the impact and applications of science in a range of contexts.

Multicultural

Multicultural content assists the development of students' skills, knowledge and understanding applicable to the multicultural and multilingual nature of Australian society. In Science, students explore some of the different perspectives of individuals, groups, events and issues, identifying examples that show how different societal groups may use or weight criteria when making decisions about issues with a major scientific component. Through the study of both the history of science and recent scientific developments, including some by Australian scientists, students become aware of the broad cultural character of scientific endeavour.

Numeracy

In Science, numeracy skills are addressed through students:

- making accurate measurements using a range of appropriate technologies and an appropriate number of trials
- recording and organising data in tables or diagrams using appropriate units
- constructing tables and graphs to clearly and succinctly present information and relationships
- applying mathematical procedures to calculations required in scientific investigations
- extracting information from column graphs, histograms, divided bar and sector graphs, line graphs, composite graphs and flow diagrams
- expressing mathematical relationships by using symbols and the appropriate units for physical quantities.

The syllabus identifies numerous relationships for which students develop a qualitative understanding. Additional content provides further opportunities for students to broaden and deepen their quantitative understanding of these relationships.

OUTCOME	ICT	Work, Employment & Enterprise	Aboriginal & Indigenous	Civics & Citizenship
5.1 **A student explains how social factors influence the development and acceptance of scientific ideas.**	describe historical cases where developments in science have led to the development of new technologies	Ethics involved in Science.	Describe Aboriginal ideas to describe the world around them.	
5.2 **A student describes the processes that are applied to test and validate models, theories and laws.**				
5.3 **A student evaluates the impact of applications of science on society and the environment.**	Identify and describe examples where technological advances have impacted on science.			give reasons why socie should support scientif research
5.4 **A student discusses evidence supporting different viewpoints.**			analyse reasons why different cultures or groups within a society, including Aboriginal people, may have different views in relation to scientific issues	
5.5 **A student analyses how current research might affect people's lives.**		identify scientific skills that can be useful in a broad range of careers. identify possible career paths in science.		
5.6 **A student applies models, theories and laws to situations involving energy, force and motion.**		Discuss the range of careers involved in electronics.		

OUTCOME	ICT	Work, Employment & Enterprise	Aboriginal & Indigenous	Civics & Citizenship
5.7 **A student relates properties of elements, compounds and mixtures to scientific models, theories and laws.**				
5.8 **A student relates the structure and function of living things to models, theories and laws.**			research the interactions between Aboriginal peoples and the Australian megafauna discuss the impact on the health of Aboriginal peoples brought on by changes since the arrival of Europeans.	
5.9 **A student relates the development of the universe and the dynamic structure of Earth to models, theories and laws and the influence of time.**	discuss the impact of Voyager probes and the Hubble Space Telescope on knowledge and understanding of the universe.			
5.10 **A student assesses human impacts on the interaction of biotic and abiotic features of the environment.**				
5.11 A student analyses the impact of human resource use on the biosphere to evaluate methods of conserving, protecting and maintaining Earth's resources				
5.12 **A student relates the interactions involved in using some common technologies to their underlying scientific principles.**	describe some everyday uses and effects of electromagnetic radiation, including applications in communications technology. describe ways in which technology has increased the variety of made resources.	describe some medical applications of electromagnetic radiation	research how Aboriginal belief systems relate to environmental management. describe how the land management practices and techniques of Aboriginal and non-Aboriginal peoples have changed the environment	discuss the Convention on Biodiversity with particular reference to Articles 8 and 10

OUTCOME	ICT	Work, Employment & Enterprise	Aboriginal & Indigenous	Civics & Citizenship
5.13 **A student identifies a problem and independently produces an appropriate investigation plan.**		describe ways to reduce the risk to themselves and others when working in the laboratory or field.		
5.14 **A student undertakes first-hand investigations independently with safety and competence.**		demonstrate the use of safe and hygienic work practices including the correct use of safety equipment.		
5.15 **A student gathers first-hand data accurately.**	Use data loggers			
5.16 **A student accesses information from a wide variety of secondary sources.**	use a range of sources, including databases, CD-ROMs and the internet, to access information			
5.17 **A student explains trends, patterns and relationships in data and/or information from a variety of sources.**	organise data using a variety of methods including diagrams, tables, spreadsheets and databases. apply computer based technologies to assist analysis of data and information.			
5.18 **A student selects and uses appropriate forms of communication to present information to an audience.**	use drawings, diagrams, graphs, tables, databases, spreadsheets and flow charts to show relationships and present information clearly and/or succinctly			

OUTCOME	ICT	Work, Employment & Enterprise	Aboriginal & Indigenous	Civics & Citizenship
5.19 **A student uses critical thinking skills in evaluating information and drawing conclusions.**				
5.20 **A student selects and uses appropriate strategies to solve problems.**				
5.21 **A student uses creativity and imagination in the analysis of problems and the development of possible solutions.**				
5.22 **A student plans, implements and evaluates the effectiveness of a variety of tasks independently and as a team member.**		Timelines & goals.Accept responsibility for maintenance of a safe working environment for themselves and others. evaluate effectiveness of their performance in completing tasks.Team work.		

Environment	Gender	Literacy	Multicultural	Numeracy
		Descriptive writing, report writing. Reading of dreamtime stories.	identify some of the scientific ideas that different cultures have contributed to science throughout history	
		distinguish between scientific argument and economic or legal argument		
	analyse reasons why different cultures or groups within a society, including Aboriginal people, may have different views in relation to scientific issues		analyse reasons why different cultures or groups within a society, including Aboriginal people, may have different views in relation to scientific issues	
	Describe some recent scientific contributions made by female scientists.			
		Writing descriptions. Terminology – spelling lists and glossaries.		Distance, speed & time Mass & Weight.

Environment	Gender	Literacy	Multicultural	Numeracy
		Terminology – spelling lists & glossaries. Construct word equations. Writing descriptions.		Grouping
Natural selection and Darwinism. Possible reasons for the evolution of Australia's unique flora and fauna. Extinct species and species at risk of extinctiondescribe the impact of mass extinction on species diversity.				
				Timelines, calculations time.
Describe the impact of human activities on ecosystems				
Relate pollution to contamination by unwanted substances. Discuss excessive use of fossil fuels. Discuss strategies used to balance human activities and needs in ecosystems.				
				Profit and loss – costs and benefits.

Environment	Gender	Literacy	Multicultural	Numeracy
		Procedural Texts.		Data collection and manipulation. Timelin
				Data collection and manipulation.
				Use a range of data collection strategies.
		use a variety of techniques, such as keywords, skimming and scanning to identify appropriate information. summarise information from identified oral and written secondary sources.		extract information fro column graphs, histograms, divided ba and sector graphs, line graphs, composite grap flow diagrams,
				organise data using a variety of methods including diagrams, tables, spreadsheets an databases. apply mathematical concepts assist analysis of data a information.
		select, and use texts for different purposes and contexts including a discussion, explanation, procedure, exposition, recount, report, response or oral or written presentation		select and draw the appropriate type of gra (from column graph, histogram, divided bar sector or line graph) or diagram to convey information and relationships clearly ar accurately.

Environment	Gender	Literacy	Multicultural	Numeracy
				use models, including mathematical ones, to explain phenomena or make predictions

PD/H/PE

Information and Communication Technologies (ICT)

Through the study of PDHPE Years 7–10 students enhance their ability to use information and communication technologies in health and physical activity contexts. As students work towards achieving the syllabus outcomes they are provided with opportunities to become competent, discriminating and creative users of ICT. The *PDHPE Years 7–10 Syllabus* has included the following ICT skills in the essential content:

*enter data into a prepared template format and analyse it
*import, mailmerge and reformat data/fields
*demonstrate an understanding of ethical issues in the use of ICT
*generate specific reports with regard to ethical issues, eg print without address and details
*use simulation software to make choices and decisions as a member of a team.

Work, Employment and Enterprise

The key skills represented in the *PDHPE Years 7–10 Syllabus* promote in students the capacity to interact cooperatively and harmoniously in a work environment. The syllabus encourages students to make valuable contributions to society as they advocate health and physical activity in a range of settings, including the workplace. Students also develop knowledge and understanding about:

*the social and cultural aspects related to work, the work ethic and employment
*the implications of unemployment
*workplace organisation, structure and decision-making
*workplace behaviour and relationships
*the nature of work tasks in profit and non-profit organisations
*work, employment and personal identity
*decision-making in the workplace and concepts of power, authority, conflict and cooperation, gender, and leisure related to work and employment, union advocacy and membership
*attitudes to work and work practices.

Aboriginal and Indigenous

The *PDHPE Years 7–10 Syllabus* incorporates knowledge, understanding, skills and values relating to cultural diversity, social justice, discrimination, racism, prejudice and the health of specific populations. It specifically emphasises the influence of culture on adolescent health. Notions of family and relationships are inclusive of Indigenous concepts such as kinship. Opportunities to explore the positive contributions and achievements of Aboriginal people and Indigenous culture are also presented.

Civics and Citizenship

Through the study of PDHPE Years 7–10 students develop the ability to participate as active and informed citizens. They clarify personal values related to discrimination and develop a respect for the rights and dignity of all people and a commitment to social justice. Students display the capacity to be active and responsible participants in the community as they formulate plans that enhance both individual and community health and wellbeing. The content also includes some investigation of the factors that impinge on human, civil and legal rights.

Difference and Diversity

The *PDHPE Years 7–10 Syllabus* contributes significantly to the formation of student understanding and values related to the acceptance of, and respect for, difference and diversity. It identifies principles necessary for a quality of life that each individual, regardless of group membership, can expect to enjoy. The syllabus investigates the development of a sense of self and rights and responsibilities in relationships including the recognition of the use of power to exert undue influence. Students also examine the impact of discrimination and harassment on individuals and the community. They develop knowledge and understanding about:

*the ways in which growth and development associated with puberty produces difference
*difference and diversity in relation to age and location
*their needs, feelings and beliefs in comparison with those of others
*the positive and negative impacts of difference on marginalised groups
*difference and diversity in relation to sexuality and socioeconomic circumstances.

Environment

The *PDHPE Years 7–10 Syllabus* acknowledges the link between a healthy lifestyle and a healthy environment. The syllabus includes the study of the environmental factors that impact on the health and wellbeing of individuals and groups. The syllabus also encourages

students to take actions that promote the health of themselves and others and this may include strategies relating to environmental issues.

Gender

The *PDHPE Years 7–10 Syllabus* has a significant role in teaching about gender issues. It promotes a commitment to equality between females and males and values each person and their relationship to society, regardless of their sex. Through explicit teachings about gender, students are provided with the opportunity to explore how gender understandings are formed and influence people's behaviour. In particular, students learn about the social influences which affect their identity as males and females. They also analyse the role and impact of power in relationships and challenge gender stereotypes related to health and physical activity issues. They develop knowledge and understanding about:

*differences in life opportunities based on gender
*the concept of gender stereotyping
*the media's role in creating, perpetuating or breaking down stereotypes
*the social construction of gender including the role of the media
*media coverage of women's issues, lives, sport and leisure activities compared with media coverage of those of men
*methods by which gender discrimination can be alleviated – legislation, social movements, positive discrimination
*formal and informal strategies developed to redress unequal outcomes in life opportunities based on gender and an evaluation of the effectiveness of these.

Literacy

With rapid growth in technology and information, along with constantly changing knowledge and understanding around health and physical activity, students need to develop skills in critical literacy. The *PDHPE Years 7–10 Syllabus* incorporates learning experiences that require students to be able to acquire, process, question, challenge and evaluate information from a wide range of sources. There is a special focus on the development of health literacy in order for students to be critical consumers and be able to access appropriate health information, products and services.

Multicultural

The *PDHPE Years 7–10 Syllabus* provides opportunities for students to explore the relationship between culture and the formation of their own identity and the identity of others. The syllabus aims to develop in students an appreciation of cultural diversity and the rights and dignity of persons of different cultural backgrounds. This includes the rejection of all forms of discrimination and a commitment to redressing discriminatory practices. The syllabus also includes opportunities for students to participate in a range of sport and recreational pursuits that have their origins in other cultures.

Strand	Outcome	ICT	Work, Employment & Enterprise	Aboriginal & Indigenous
Self & Relationships	A student analyses how they can support their own and others' sense of self.		explore the relationship between school, leisure, work and employment, and a sense of self. effective stress and anger management	
	A student evaluates their capacity to reflect on and respond positively to challenges.		Looking at work, employment & unemployment. Balancing responsibilities. Work ethic. identify and practise the skills required to apply for work, eg application letter, locating and evaluating job advertisements	examine case studies of people who have overcome adversity, including Aboriginal and other Indigenous people, and identify their characteristics and qualities
	A student analyses factors that contribute to positive, inclusive and satisfying relationships.		Investigate workplace policies and practices and evaluate their roles in addressing discrimination, harassment and vilification	explore the impact of discrimination and difference on marginalised groups
Movement, Skill & Performance	A student adapts, transfers and improvises movement skills and concepts to improve performance.			
	A student composes, performs and appraises movement in a variety of challenging	enter performance data into a prepared spreadsheet template, format and analyse with consideration of ethical issues, eg use,		

	contexts.	interpretation and publication of data		
Individual & Community Health	A student analyses attitudes, behaviours and consequences related to health issues affecting young people.	use simulation software to make health decisions and solve problems relevant to young people, eg determining strategies that promote safe road use		
	A student analyses influences on health decision-making and develops strategies to promote health and safe behaviours.	identify a key issue for individual or group action. Raise awareness and gather support for the issue using ICT skills including a mailmerge		
	A student critically analyses health information, products and services to promote health.	identifying websites that are relevant to health issues for young people and adding to a favourites list		
Lifelong Physical Activity	A student formulates goals and applies strategies to enhance participation in lifelong physical activity.	use the internet and other resources to locate information about opportunities for physical activity in the local area	Prioritising and setting goals. Time management.	
	A student adopts roles to enhance their own and others' enjoyment of physical activity.		Taking on roles – administrative, official, leadership, individual, team player, coaching, instructing, media, publicity, volunteering.	

Civics & Citizenship	Difference & Diversity	Environment	Gender	Literacy	Multicultura
Identifying the role of community service and other services to help others.	Valuing difference & diversity. Recognising and challenging inequities. Use of inclusive & exclusive language. Supporting others to find their own solutions.				
			critically analyse the gender stereotypes that may impact on life choices and evaluate the effectiveness of strategies designed to redress inequities		
importance of support and updating adult support networks. Anti-Discrimination Act 1997.	Appreciating diversity as normal. Valuing individual differences and perspectives. challenge negative community values and images relating to diversity		Sexual Harrassment. explore the impact of discrimination and difference on marginalised groups		explore the impac discrimination anc difference on marginalised grou

propose and present strategies designed to promote safe road-use attitudes and behaviours	challenge negative community perceptions of mental health and identify reasons why these have developed		the relationship between body image and gender, and the manufacture of the ideal male and female body types. analyse how sexual attitudes, behaviours and sexuality are influenced by gender expectations and assumptions		investigate factors that influence food choices, eg culture and customs, gend and media
identify inequities that exist in the local community and propose actions to address them, eg homelessness					
locate health and support services in the local area, eg routine health care, crisis accommodation, support for pregnant and parenting students, counselling regarding problem gambling			account for how differences in accessing help might be related to gender.		
	participate in physical activities designed to overcome barriers or meet specific needs, eg disabled sports, modified game				